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| **Topic:** The Australian Gold Rush |
| **Domain:** Humanities Level 3 - Grades 3/4 |
| **Curriculum Links:** The Humanities; History, Geography & Economics. English; Communication, Design, Creativity and Technology & Thinking Processes. Civics and Citizenship; Interpersonal Learning and Personal Learning. The Arts |
| **Learning Goals & Guiding Questions:**  **LG1**. Students will understand the importance of the “Gold Rush” as a key event in Australian History.  **GQ1.** What effects did the Gold Rush have on the shaping of Australia?  **LG2.** Students will have knowledge of the major events that took place in the gold Rush – Eureka stockade.  **GQ2**. What brought about the Eureka stockade?  **LG3.** Students will explore everyday life in the gold rush and compare and contrast with everyday life in Australia today.  **GQ3**. How have the lives of Australians changed since the Gold Rush era?  **LG4.** Students will receive, respond to and provide constructive feedback appropriately, via a wiki, within a group and a whole class setting.  **GQ4.** What have we learnt and what contribution did we make to that learning? |

Lesson Sequence ~ Overview

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| Lessons | Learning objectives | Activities | Resources | Curriculum Links | Assessment |
| **Engage**  Lesson 1-“What’s all the fuss about the Gold Rush?”  Whole class, Individual.  45 mins | Students consider the attraction to the Gold fields worldwide. Students observe and consider information regarding 2 min video <http://aso.gov.au/titles/tv/peachs-gold-eureka/clip1/>  Students will reflect upon prior learning what they would like to learn about regarding gold rush and be introduced to new vocabulary. Students will be introduced to a class wiki on which they will pose questions for further learning and inquiry and will later compare and contrast their learning with that of 2 schools undertaking a similar unit involving different field experiences. | Poem read by teacher & excerpt from Newspaper  Class discussion  Concept map  Journal writing  Write questions for further learning on class wiki.  Plot class information on a timeline. | Smart board  Large paper  Markers  Pens  Journals  Class computers | ICT  Interpersonal Development  Thinking Processes  Personal Learning | Diagnostic:  Discussion and concept maps. |
| **Explore**  Lessons 2-4  L2-“Who can come?”  45 mins | Studenst consider and discuss the influx of migrants in search of Gold. Students consider immigration throughout the Gold Rush and how that has continued over history. Students access in pairs The learning Federation game – ‘This house: Settling in Ballarat” The game takes students through the same house over the course of time from 1850s-2000. In pairs students access “The Learning Federation’s Interactive game - *Heading to the Gold fields*”.  Class handouts of world maps and children rely on their knowledge of geography and mapping to plot trips to Victoria, via ships from home lands. | Discussion of Immigration during the gold rush. Plot on timeline  View pictures of immigrants arriving, and mining to promote inquiry.  Plot maps. | Smart boards  Class Computers  Handouts  Pencils | ICT  Interpersonal learning  Civics and Citizenship  History  Geography  Communication  Thinking Processes | Formative:  Discussion  Feedback |
| **L3 &4-** ‘No pain, No gain’  45 mins  **L5-** “Streets of Gold”.  45 mins | After teacher shows 2 min video consisting of Carl Nordstroms model of mining town, students develop through creating and experimention, an understanding of the lifestyles of the miners and their families, their sacrifices, dangers, living conditions.  Investigate the boom of cities and regional centres due to the gold Rush (particularly Bendigo, Ballarat).Students to access The Bendigo Central Deborah Goldmine web resource- “If walls Could Talk”.  Update wiki with new learning and inquiry questions. | Access web based resources  Students make models of miners’ huts, tents, etc.  Plot new info on timeline | Calico  Modelling clay  Pop sticks  Match sticks  String  Small sticks and twigs | The Arts  Design, Creativity and Technology  Personal Learning  Thinking Processes  History  Economics | Diagnostic & Formative: Feedback, replication of huts & tents. |
| **L5- “**Eureka!  Democracy then and now”.  45 mins | Students are provided with the term ‘democracy’ and questioned as to their understanding of it and how it is a part of our lives today. They are questioned as to their idea of the origins of democracy. A brief outline of the Eureka stockade is presented to them and a short 2 min video ‘taxing the diggers’ is shown to the students.  Students are then shown the Eureka flag discuss its meaning. In pairs students either replicate or recreate their own flags relevant to the Eureka Stockade. | Replicas or recreations of a Eureka Flag. Students can choose to use digital media or posters.  Plot Eureka Stockade on timeline. | Smart board  Class computers  Poster Cardboard  Markers  Coloured paper  Scissors  Glue sticks  Digital camera | The Arts  Design, Creativity and Technology  Personal Learning  Thinking Processes  History  Civics and Citizenship | Diagnostic and Formative:  Photos of Map recreations and replications;  Discussion, feedback. |
| **Explain**  L6 & 7- “Telling their story”  90 mins | Students will be shown several pictures of which they are to respond to questions such as “Who might this be? What might be happening? What could be about to happen? What the people feeling? Students will be assigned to a small group of 4 in which they will choose one of the pictures as a foundation for their final evaluation project in week 10. This may be in the form of a role play (re-enactment, a PowerPoint, a video, interviews, letters, newspaper articles, poems or stories in which to explain from the perspective of one, some or all of the characters in the illustration the story behind that picture. | View and discuss pictures. Decide as a group on a picture to explain.  Obtain a printout of the picture  In groups decide on format for the project.  Plan steps to achieve final result. Begin the task. | Smart board  Printer  Books  Pens | Design, Creativity and Technology  Personal Learning  Thinking Processes  History  Interpersonal Development  ICT  English  The Arts | Formative Assessment:  Observation of teamwork, feedback, discussions. Anecdotal notes. |
| L7, 8 &9 - “ A taste of the times”  - School based field trip.  120 mins | The students will develop connections between new and existing knowledge to clarify understanding. Students will strengthen specific skills and understandings through practices other than those commonly related to school learning. | Dress in appropriate costumes.  Gold panning in the sandpit  Eureka Stockade re-enactment (requesting permits, taking prisoners, going to court).  Cooking damper over a campfire. Boiling tea in a billy. Set up shop as merchants- customers provided with minimum cash. | Teacher Assistant and parent helpers.  Drama department costumes.  Fake gold flecks, sand pit  Cast iron pots, aluminium foil, flour, water, tea leaves.  Permission slips from parents. Permission from Principal/School Council.  Twigs, logs and matches. Tin Billy | The Arts  Interpersonal development  Personal Learning  Civics and Citizenship  English  History  Economics  Thinking Processes | Formative assessment: Observation |
| **Elaborate**  L10&11  90 mins | Students are supported as they make meaningful contributions, build on and challenge one another’s ideas through accessing the wiki and providing peer feedback through questions and answers. The teacher asks questions, probes student thinking and prompts them to justify their responses. The teacher provides  Feedback via the wiki and structure learning opportunities as students give feedback to one another. They monitor student progress and intervene to address individual needs. Students access the Sovereign Hill website where they listen to podcasts and other audio library resources, explore research notes and view pictures.  Students then compare and contrast their learning information with 2 other schools who visited Sovereign hill compared with their school based field trip.  Work in groups on their final project for presentation in the next lesson. | Discussions  Individual Pairs Computer access in the computer lab | Computer lab | ICT  Thinking Processes  Personal Learning  Interpersonal development  English | Formative assessment: Peer Feedback; Student Teacher conferences. |
| **Evaluate**  L 12 & 13  “Telling Their Story Part 2”  90 mins | The teacher structures opportunities for students to individually and collaboratively assess and improve their work in preparation for a performance of understanding. They support students to review samples of their work to identify evidence of their learning and to reflect on their overall progress. The teacher supports students to identify future learning goals and strategies to progress their learning.  Students present their projects to the class and parents. | In groups students present their project that they chose in week 6. Students respond to and consider feedback to their group presentations. |  |  | Summative:  Presentation  Collaboration  Response to Peer feedback |

Lesson 2

[Lesson 2-TLF Game “This House- Settling in Ballarat](http://econtent.thelearningfederation.edu.au/ec/viewing/R10506/l2706.html)

[Education Resource-' If the Walls could talk' loads of web links for students to access about Goldmining in Bendigo and surrounds.](http://www.central-deborah.com/images/stories/Education/if%20the%20walls%20could%20talk%20-%20%20full.pdf)

Lesson 5 – Pictures

* 1. Gold digging in Australia painting ‘ Bad results’

<http://econtent.thelearningfederation.edu.au/ec/viewing/R3385/index.html>

1.2 Painting- ‘Diggers of a high degree’

<http://econtent.thelearningfederation.edu.au/ec/viewing/R4952/index.html>

1.3 Painting ‘The New Rush’

<http://econtent.thelearningfederation.edu.au/ec/viewing/R3382/index.html>

1.4 Wood Carving- Arriving in Melbourne for the Gold Rush

<http://econtent.thelearningfederation.edu.au/ec/viewing/R4951/index.html>

1.5 Painting –‘The Claim disputed’

<http://econtent.thelearningfederation.edu.au/ec/viewing/R3386/index.html>

1.6 Painting-‘Licence inspected’

<http://econtent.thelearningfederation.edu.au/ec/viewing/R4402/index.html>

1.7 Wood carving- Chinese Miners

<http://econtent.thelearningfederation.edu.au/ec/viewing/R11180/index.html>

1.8 Painting- ‘Australian Gold Diggings’

<http://econtent.thelearningfederation.edu.au/ec/viewing/R3034/index.html>

1.9 Pencil sketch- Gold washing’ Cradling and puddling’

<http://econtent.thelearningfederation.edu.au/ec/viewing/R11266/index.html>

1.10 Watercolour painting- 'Gold digging in Australia 1852: fair prospects'

<http://econtent.thelearningfederation.edu.au/ec/viewing/R3387/index.html>

1.11 This is an image showing a detail of the mining model originally entitled 'Shallow Sinkings', made by Carl Nordstrom between 1858 and 1859.-Alluvial Mining Model - Daisy Hill, Shallow Sinkings, Carl Nordström, 1858

<http://museumvictoria.com.au/learning-federation/nordstrom-mining-models/alluvial-mining-model---daisy-hill/>

1.12 Hand-coloured lithographic print -'Gold buyer, the market price discussed, Eagle Hawk', 1852

<http://econtent.thelearningfederation.edu.au/ec/viewing/R4953/index.html>

1.13 This black-and-white wood engraving- Chinese men on the road to the Palmer River gold field, 1875

<http://econtent.thelearningfederation.edu.au/ec/viewing/R8175/index.html>